

**Texas Education Agency  
Standard Application System (SAS)**

<b>2017–2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	December 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, October 26, 2017	Place date stamp here:  <b>RECEIVED</b> OCT 26 11:13:26 TEXAS EDUCATION AGENCY
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
<b>Manor ISD</b>	<b>227-907</b>		
Vendor ID #	ESC Region #		
<b>1746003097</b>	<b>13</b>		
Mailing address	City	State	ZIP Code
<b>10335 US Highway 290E</b>	<b>Manor</b>	<b>TX</b>	<b>78653-4686</b>
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
<b>Gary</b>	<b>Lee</b>	<b>Frye</b>	<b>District Grant Writer</b>
Telephone #	Email address		FAX #
<b>806-438-7156 or 806-787-6137</b>	<a href="mailto:gary.frye@manorisd.net">gary.frye@manorisd.net</a>		<b>512-278-4017</b>
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
<b>Barry</b>		<b>Bacom</b>	<b>Director of Career and Technical Education and Innovative Programs</b>
Telephone #	Email address		FAX #
<b>512-278-4750</b>	<a href="mailto:bradley.bacom@manorisd.net">bradley.bacom@manorisd.net</a>		<b>512-278-4017</b>

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name <b>Royce</b>	M.I. <b>Avery</b>	Last name <b>Avery</b>	Title <b>Superintendent</b>
Telephone # <b>512-278-4000</b>	Email address <a href="mailto:royce.avery@manorisd.net">royce.avery@manorisd.net</a>		FAX # <b>512-278-4017</b>
Signature (blue ink preferred)		Date signed	



10/25/2017

*Only the legally responsible party may sign this application.*

*per Dr. Avery*

**Schedule #1—General Information**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☒ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Manor ISD's (MISD) CTE (Career and Technology Education) Center with the current Manor Early College High School (MECHS) added Advanced Technologies and Manufacturing to the existing programs with a funded 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy - the Next Generation of Early College High Schools. This was done in response to ongoing discussions with the Workforce Solutions Capital Area (WFSCA - local Workforce Board), Samsung & Applied Materials (two major employers in the Manor area), and Manor High School / CTE Center staffs which pointed out a need to move MISD's CTE training to one that aligned with industry standards and gave a pathway to obtain an Associate's degree. Within the needs assessments used in the development of this funded grant proposal the need for a Construction and expanded Medical CTE certifications/programs was found. These other CTE fields were not included in the Industry Cluster grant because meeting Samsung & Applied Materials need was determined to be the first priority from the community needs analysis. This cause the CTE staff, the Development Office staff, and the Central Administration, and other departments at MISD to see the need to develop community groups who could provide ongoing input and on needs for MISD in the area of developing non-traditional methods to obtain additional resources to meet College and Career Readiness goals of the community while strengthen the ability of MISD CTE programs to allow students who were not considering College a way to enter the workforce with hours towards a college degree from obtaining industry certifications. The major renovation our high school for CTE programs was another consideration.

The level of funding of this specific grant program (\$75,000) lent itself to the forming of the Construction Technology CTE strands that Austin Community College (ACC) and Texas State Technical College (TSTC), who are partners in the Industry Cluster grant, can give dual credits and industry certifications. These two grants will increase the general expectations for all students College and Career Readiness (CCR) by giving students who are "work-bound" after high school the industry certifications and related dual college credits that will allow them to graduate high school with hours towards an associate's degree and/or obtain industry certifications in addition to their high school diploma. This proposal's focus on Construction Technology was selected because of the level funding allows for a full CTE Construction Technology program to be created from being able to purchase the instructional materials to meet industrial standards with the leveraging MISD staff and classroom resources. The major remodeling of the high school will give MISD the space for the program. Further, training students to enter the construction field holding industrial standard certifications is a high needs area for the WFSCA. Builders started construction on 14,462 houses in 2016, up 24.5% from 2015. The projections for the 2017/18 school year are expected to exceed this level rising by 5 to 8 percent. This upward trend in housing starting is expected to continue for several years because of the lack of current housing stocks in relationship to the area demand. (Novak, January 9, 2017 American-Statesman)

WFSCA has listed construction as one of the high needs employment areas in Travis County. By the fostering of partnerships and collaborations, researching and sharing of labor market and economic information, identifying workforce needs of employers and residents, and consulting and advising on public policy; WFSCA helps to connect and align the efforts of the regional workforce system. Together we, MISD & WFSCA, are enabling our stakeholders and local businesses to be competitive in both local and global markets by forming partnerships between MISD, WFSCA, area businesses, and our stakeholders. The Advanced Technologies and Manufacturing Associate degree for the Industry Clusters grant meets these goals to aid our country in being able to continue to be a leader in the development of technology by providing the focus on developing a skilled workforce that has the training to engage in this type of product manufacturing. We are using this degree plan developed for this other grant as a model of how MISD, ACC, TSTC, and our construction business partners can build a similar model, but now focused on the building trades.

Samsung and Applied Materials are being used as a model for how our local businesses can use their current or develop philanthropic systems to support MISD efforts that will promote sustainability of the grant developed programs

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

beyond any one grant's funding. These two companies, within the aforementioned grant and support from their corporate foundations, provide MISD with grants, donated equipment & supplies, and mentors to our students of over \$100,000 per year - cash & in-kind. While our construction partners will not be able to provide funding on this level, since they are local builders, we believe that they can provide mentors and with their trade associations give our students access to training grants and apprentice programs that will provide similar value-added benefits to our students.

MISD is proposing to develop the following set of classes that will allow the construction CTE strands to meeting ACC and TSTC dual credit stands while providing students with industry certifications. We will integrate these courses into the current MISD CTE system so that current instructors and the remodeled classroom space will be leveraged. This is why, to develop these classes, we only need to purchase instruction materials. MISD will use other funds for all other aspects of the program and its management. This will further allow MISD to sustain these programs beyond this grant's funding.

<b>COURSES from colleges</b>	<b>Program of Study</b>	<b>INDUSTRY CERTIFICATION</b>
Architectural Design I	Architectural Design	NA
Architectural Design II	Architectural Design	NA
Practicum in Architecture	Architectural Design	Certified SOLIDWORKS Associate
Principles-Architecture & Construction	Both	NA
Building Maintenance	Construction Management	NCCER Core Level 1
Construction Technology	Construction Management	NCCER Construction Technology Level 1
Practicum in Construction - Electrical	Construction Management	NCCER Electrical Level 1
Practicum in Construction - HVAC	Construction Management	NCCER HVAC Level 1

**NOTE: NCCER is National Center for Construction Education & Research, HVAC is Heating, Ventilation, and Air Conditioning**

The linkage of MISD infrastructure, the local builders, WFSCA, and ACC & TSTC provides us with the ability to give our students, who traditionally are underrepresented in higher education, a way to receive dual credits. This will allow them to have hours toward their associate's degree and an understanding how they can continue their post-secondary academic careers while accessing real world employment base on what they learned in this high school program. This allows MISD to create life-long learners who will be College and Career Ready understanding how they can build on their industry certifications and initial college hours to advance their careers with college studies and real-world experience.

The CTE Cluster Pathway systems MISD is developing for the CTE Center align to the goals of this grant program. The major bond funded renovation of the high school CTE classroom space will allow the space for this type of construction technology program to be sustained and have the location for effective campus-based instruction. The Pathway system is MISD's new planning process to increase the College and Career Readiness (CCR) of all our students. The Construction Strands will be added to the CTE programs to give our traditionally underrepresented students a real-world reason to earn dual credits, have connections to employers who are looking to hire people with the skill sets that they will be receiving, and increase the general career expectations for these students. The new CTE Counselor (hired with the Industry Cluster grant) will work with the middle school counselors to aid in the development of Personal Graduation Plans (PGP) for all of MISD students so that they are aware of College and Career Readiness standards and specifically the various programs that can be linked to their career goals. This system will show students how receiving CTE endorsement can further their success in obtaining a four-year (or beyond) degree (e.g. having the construction industry certifications would enhance their ability to be an architect because they will have a better understanding of what various construction materials do in the real world - on paper can make metal bend like that; but when you do, it breaks in few months and the Techs need to fix it!).

The last part of program will be to include our students' parents in the overall program because of the negative effects on student's academic performance caused by lack of family support (Lagana, 2004; Ponsford and Lapadat, 2001); marital disruption and divorce (Sun and Li, 2002); mother absence (Heard, 2007); and parental loss (Abdelnoor and Hollins, 2004). Griffin and Steen (2011) summarized the importance of the linkage of families with professional school counselors in that this working relationship will mitigate barriers to academic success for low-income and minority families. Brigman and Campbell (2003) additionally found that the effects of school counseling interventions that focus on the development of cognitive, social and self-management skills could result in sizable gains in all students' academic achievement. Thus, by having a focus that addressed non-academic with the additional counselor from the other grant, we believe that we will improve general life outcomes while establishing a culture of support that will help the students have better academic outcomes that will promote better College and Career Readiness meeting the goals of this grant.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: <b>227-907</b>				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$15,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$75,000	\$	\$75,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$75,000</b>	<b>\$</b>	<b>\$75,000</b>	<b>\$15,000</b>
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$ 3,750	

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 227-907			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>						
1						
2	Educational aide				\$	\$
3	Tutor				\$	\$
<b>Program Management and Administration</b>						
4	Project director				\$	\$ 2,000
5	Project coordinator				\$	\$ 2,000
6	Teacher facilitator				\$	\$ 3,000
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
<b>Auxiliary</b>						
12	Counselor				\$	\$ 2,000
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21	District Grant Writer				\$	\$ 3,000
22	Federal Programs Specialist				\$	\$ 1,500
23	Grant Administrative Assistants				\$	\$1,500
24	Subtotal employee costs:				\$	\$15,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$ 0	\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 227-907		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>	<b>Match</b>
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$ 0</b>	<b>\$ 0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$75,000	\$
Grand total:		\$75,000	\$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Cluster	Program of Study	Industry Certification(s) for TEA Accountability	Description Item	Unit Cost	Quantity	Total
Architecture & Construction	Architectural Design	Certified SOLIDWORKS Associate - Academic	iMac desktop computer - student	\$1,044.00	25	\$26,100.00
			Power Mac desktop computer - teacher	\$1,900.00	1	\$1,900.00
	Construction Technology	NCCER Core Level 1 NCCER Carpentry Level I	5 HP Cabinet Saw, 52" Fence (with accessories)	\$6,400.00	1	\$6,400.00
			14" Radial Arm Saw (with accessories)	\$6,700.00	1	\$6,700.00
			15" Planer (with accessories)	\$3,200.00	1	\$3,200.00
			8" Jointer (with accessories)	\$2,000.00	1	\$2,000.00
			Belt/Disc Sander (with accessories)	\$900.00	1	\$900.00
			14bx Bandsaw (with accessories)	\$1,500.00	1	\$1,500.00
			Various hand and power tools	\$4,000.00	1	\$4,000.00
			Industrial Dust Collection System	\$10,000.00	1	\$10,000.00
			Industrial Pneumatic System	\$10,000.00	1	\$10,000.00
			Compact Panel Saw (with accessories)	\$2,300.00	1	\$2,300.00
			TOTAL			

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
<b>Grand total:</b>		<b>\$ 0</b>	<b>\$ 0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 227-907			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$ 0</b>	<b>\$ 0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: <b>227-907</b>										Amendment # (for amendments only):				
<b>Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	1,188	73.3%	These data come from the last published TARP											
Limited English proficient (LEP)	222	13.7%	These data come from the last published TARP											
Attendance rate	NA	94.9%	These data come from the last published TARP											
Annual dropout rate (Gr 9-12)	NA	0.8%	These data come from the last published TARP											
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	48.1	38.1%	These data come from the last published TARP											
6-10 Years Exp.	20.5	16.2%	These data come from the last published TARP											
11-20 Years Exp.	18.9	15.0%	These data come from the last published TARP											
20+ Years Exp.	13.0	10.3%	These data come from the last published TARP											
No degree	18.2	14.5%	These data come from the last published TARP											
Bachelor's Degree	77.5	61.4%	These data come from the last published TARP											
Master's Degree	28.5	22.6%	These data come from the last published TARP											
Doctorate	2.0	1.6%	These data come from the last published TARP											
<b>Part 2: Students/Teachers To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										25	25	25	25	100
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										4	4	4	4	16

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initial needs of the businesses and the workforce board drove the determining the needs for this grant to provide skills our students require to access jobs on the local top 25 occupations earning more than \$34,550. The ongoing CTE needs assessment showed construction technology (CT) focused programs would align with the local top 25 occupations. This is because of the number of new positions that the building boom in the Austin and surrounding areas are causing. With informal meeting with the builders in the area, they stated that they are not able to find enough qualified building trades workers. This mirrors the local workforce boards projected jobs needs for the area. The CTE Center is attached to Manor High School and allows high school students from MISD to take programs related to career readiness. The CTE Center is MISD's system to provide these course for dual credit and industry certification. The bond funded major renovation of the classroom space for the CTE program is allowing this type of construction technology focus to be done.

MISD uses AVID (Advancement Via Individual Determination) on several of its campuses (including high school) and the evaluation of this program further suggested that family/parental involvement is key in these first-generation students attending college to have success while being able to have a career. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than \$1,000 in order to achieve the same results that are gained with parental involvement." Jaynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Even at this older age as high school students, we will aid our parents in being their child's first teacher (Villarreal, 2005) which has been shown to increase academic outcomes.

With the focus of the Perkins grant we also looked at the other factors that lower the overall outcomes for the targeted students. Coffield, Moseley, Hall, and Ecclestone (2004) found that when looking at P-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic produced better results throughout preK-12 public to the undergraduate degree. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Keren-Kolb (2013) demonstrated that the effective use of technology expands student's learning and increases their self-ownership of the process leading to life-long learners. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students help in closing the objectively measured academic performance among sub-groups of students. The AVID program gives us a framing to use the CTE program to meet our students' needs while allow us to build the knowledge base on how to effectively serve these targeted populations of highly at-risk students. We can move the expectations for this campus from just meeting standards to becoming a campus that is on the cutting edge of moving all students to true College and Career Readiness (CCR) along with challenging these students to become role models. The linkage of the campus to the trade associations, business partners, and the workforce board will provide a real-world example of how students can enter the workforce at multi-levels and have pathways to continue their academic careers even if they only initially obtain industry certifications. We will continue to seek other business partners that will benefit from having the Construction Technology focus of our proposal - for mentoring our students, being businesses that needs these skilled workers, and as a way to establish MISD real-world connections for the programs that are taught at high school. This will allow MISD to build the partners and in-kind type of resources to sustain the program. We believe that these other businesses will provide similar donated goods, services, and mentors as Samsung and Applied Materials have done in the other funded CTE grant. The additional counseling (position from the other grant) will give our students' parents other ways to understand CCR goals of their child. This will aid the parents by increasing their knowledge how they can support their children life-long learning. This will allow the CTE Cluster program to raise the cultural expectations of Manor to one where having effective CCR programming is the norm for all students instead of the exception. Since MISD is one of the eight school districts in the governor's System of Great Schools select from all the school districts in Texas. We will have state-wide impact on CCR because of sharing our findings within this program and at conferences. Thus, allowing MISD to meet its vision of Growth Through Innovation while meeting this grant's goals.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Developing within the CTE Center a system of CTE Construction Technology (CT) pathways that leads to industry certifications and hours towards an associate's degree while our students obtain a high school diploma. The CT pathways aligns Workforce Development Board Capital Area (WFSCA) high needs job type that meet the grant requirement to be in the Top 25 occupations earning above the Texas median wage of \$34,550 per year.	The funding of this would allow MISD to develop the CT program at the CTE Center. The staff, supplies, materials, and training would allow MISD to add a high needs career area several employers in the area who build various types of buildings. (Workforce Solutions Capital Area, 2012) The additional student and parental support that the additional counselor would provide would increase the non-academic more social/emotional support that the targeted students require to have life success. (Jeynes, 2005; Villarreal, 2005)
2.	Staff development to increase the knowledge level, training, and certification level of the staff to meet the CTE goals of this grant.	The CTE Center and business partners along with the WFSCA will use ACC & TSTC and/or other colleges to train staff members on items that meet the goals of this grant. Training will be given to the parents so that they are prepared to be their child's first teacher and that they will have a better understanding of how they can effectively support their child's post-secondary education and career choice. (Winton, 2010)
3.	Curriculum resources in terms of the equipment and other supplies to increase the materials that staff have access to increase the quality of instruction as related to the CT CTE pathways. The purchases from this grant will allow MISD to have these items to allow for ACC and TSTC dual credits and industry certifications requirements to be met.	The CTE Center will provide standard evidence based curriculum to the MISD campus and other providers. This will provide the centers with a standard system of academic instruction that meet the CTE requirement for dual credits and industry certifications (Domitrovich, et al, 2005). The addition of the access to the counselor (from other grant) will further provide the soft-skills that will increase the College and Career Readiness of our students (Heckman, 2012; Whitehurst, 2016)
4.	Technology based items to be used in center type-setting to extend the curriculum and introduce technology base instruction to the families and students to accelerate their obtainment of graduation and college credits.	Various forms of technology will be used to train the students on CT and allow them methods of obtaining credits for the program in a non-traditional manner. The grant will provide lending technology that the students can use away from the center to accelerate their completion of the program. (Lankshear & Knobel, 2015)
5.	Provide coordination of area stakeholders that will benefit for the CPT degree being obtain along with building partnership among MISD and these businesses / governmental groups / colleges / trade associations.	The grant will have access to a Coordinator of Community Involvement and Social Media Coordinator who will increase the awareness of all stakeholders concerning the program. This will also allow longitudinal studies of the effects of the program on our students. (Greenberg, et al, 2003)

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**Schedule #14—Management Plan**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CTE Grant Coordinator	Support the coordinator of external service providers, grant program and budget oversight, compliance with grant requirements. Bachelor level with 3+ year's related experience, Teaching certificate a plus but life experience may be used.
2.	CTE Instructional Staff	Provide campus instructional staff while aiding the campus in making connections to the targeted families. Associate level with 2+ years (Bachelor's a benefit along with certification) related experience general life experience and strong ties to the targeted neighborhoods may be used.
3.	CTE Counselor	Provide CCR guidance to the student of MISD at the center, work with the middle school counselors to form PGP that include CTE Endorsements. Master's with 3 year of related work experience and certification
4.	District Support Services	Provide overall grant management and link to the community to have overall effective system that will support sustainability. Various educational level based on specific roles.
5.	CTE Director	Provide overall linkage of the CPT program to the CTE Center and MISD to allow for sustainability of the overall program. Master's with 3 year of related work experience and certification

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Pre-start date hiring, seeking bids, and forming community connection	1. Ads ran for grant staff and program materials	Grant Awarded	01/25/2018
		2. Forming of the pro bono Advisory Taskforce and seeking other community partners	12/13/2017	08/31/2018
		3. Having community Kick-off to inform all community stakeholders about the new CPT program	01/08/2018	01/18/2018
2.	CTE new program programming integrated into organization's ongoing systems	1. CTE program awareness and program offerings featured in the start of year staff develop	05/31/2018	08/31/2018
		2. CTE goals linked to the overall operations of MISD and the other organizations	12/13/2017	08/31/2018
		3. Letter send home to inform parents about the start of the CTE program	01/08/2018	01/22/2018
		4. Evaluation of the first semester used to determine the 2018/19 school year programming	05/31/2018	08/31/2018
		5. Pro bono Advisory Taskforce has increased community partners	12/13/2017	08/31/2018
3.	Evaluation of the first semester's programming determined and summer planning	1. Enrollment and other data used to evaluate the effects of the program and to improve day-to-day functioning seeing if goals are being met.	05/31/2018	08/31/2018
		2. System for the determination of program effects aligned to MISD's current	12/13/2017	08/31/2018
		3. The Fall/Spring/Summer terms for the first full year of the program are planned	05/31/2018	08/31/2018
		4. Ongoing sustainability systems are formed and the Manor general systems are developed	12/13/2017	08/31/2018
4.	CTE program integrated into the 2018/19 school year offerings	1. Summer planning develops system(s) to sustain the CTE CT offerings	06/01/2018	ongoing
		2. CTE CT program results integrated into CIP and DIP to assure continuing of program	06/01/2018	ongoing

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Center uses MISD's CIP/DIP and campus report card process to be sure that the community stakeholders have a clear understanding of the effects of the overall program. The CTE program will determine the effects of four critical success factors of: 1-Student and Family Engagement, 2-School Involvement, 3-Assessment Data, and 4-Professional Development Impact will be tracked by the District Coordinator with summary reports given to the CTE Director. The information collected will be "are there programs for each of these items having a real effect on the campus and the students?" The tracking of information will be based on the reporting performance goals of the grant. Examples #1 Innovative instructional techniques for academic and enrichment activities based on research and best practices, #2 Provide adult advocates, based on student need and in accordance with best practices, #3 Conduct ongoing/continuous assessment to determine need and improve targeted services, and #4 Provide all required training opportunities for staff development that where possible includes family members. These examples provide a framework to assure that for students, parents/family members, ISD staff, and community stakeholders that milestones are being met. The program will use the standard teacher evaluation system to assure that formative improvements are made. We will use social media, newsletters of the organizations, public announcements, etc. to provide general information to the community stakeholders to link them to the overall program and increase their knowledge concerning effective CTE programs.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The working together of the MISD, CTE Center, business partners, ACC & TSTC, and WFSCA will build a system that will be continued. MISD agrees to continue to provide staff development, location, etc. for the CT program as a part of CTE Center CIP (Campus Improvement Plan) process. The program will provide the instructional materials, develop working relationship with businesses to meet CCR expectation of our underrepresented students. This will raise the cultural expectations at Manor that will result in better overall CTE and CCR preparation. The major sustainability item for the grant is MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program. This system will find new unrestricted funding sources so that initially grant funded projects can be maintained with a combination of MISD local tax funds and donations for the community. The CTE results and programs that produce the results will be built into the CIP/DIP. This will provide a system for grant programs to be moved into the "normal" funding stream of MISD once they have shown value in meeting students' academic and social/emotional needs. The use of the Counselor and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the CTE center. The services provided by the counselor will aid MISD in connecting to all our families. All of these items and the rapid growth of MISD student population will allow the successful aspects of the CTE to be continued once the value of the services has been established by the planning of the programs. The infrastructure of the campus will be greatly improved by the CTE program. The grant purchases the instructional items that are required to meet ACC & TSTC requirements for dual credit and industry certifications. The materials are not consumables and have effective life over several years. The CTE year-to-year equipment replacement budget will be used to maintain these items. MISD does except to use the funding that comes from our district's growth to be able to maintain the basic framework of the program for those items that would be more consumable in nature. We believe that the research that we will conduct will show the school board the value of the programs and the inclusion of the parents will help us build community support to sustain the program. Both of these items will allow the reforms to be continued because our stakeholders will not let programs that meet the needs of our students to be eliminated. The focus of integrating the CTE and community partnerships into the CIP and DIP will make what we are starting with grant funds a part of the culture of the campus and the district. Last, since we believe that our program items are evidence based and will have positive effects on the students, we will be able to convince our stakeholders that they need to support tax increases and bonds to support the programmatic efforts. We will use pro bono Advisory Taskforce to promote the CTE CT program building tax-payer support to maintain the program.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: <b>227-907</b>		Amendment # (for amendments only):	
<b>Part 1: Evaluation Design.</b> List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	CTE Center staff will work with campus/district, business partners, and WFSCA to obtain data	1.	By the end of 2017/18 we will have template for the system of evaluation for staff develop and its effects on students/families/staff
		2.	The system of evaluation will be done bi-weekly team meeting initially
		3.	Reports will be in form all stakeholders can use to improve programs
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Staff development on collection and use of data done in the CTE program
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	Improvement Planning data to integrate CTE program with partners & CIP
3.	Central Office staff provide the assessment of effects of the CTE programs and extends this to all the stakeholders so that the Industry Standards are met	1.	Staff and administration at the campus demonstrates that they are using data to drive instruction and/or services to the students
		2.	The staff development is aligned to the needs of the partners and focused on increase the CTE quality of programs at MISD
		3.	The effective CTE programs are integrated into the CIP/DIP
4.	The data collected will be evaluation in on going manner to assure rigor and effectiveness at meeting industry needs	1.	The staff will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the Improvement Planning systems (CIP/DIP)
		2.	The CTE Center staff will determine effectiveness of CT program
<b>Part 2: Data Collection and Problem Correction.</b> Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods is the responsibility of the CTE Director with aid from Central Office Grant Department. Data collection methods will include project records, student records, test results, and survey results - including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Multiple types of data will be collected for the entire grant period, including data for (1) <b>student performance indicators</b> (e.g., overall student academic achievement; development of pre-academic skills; percentage of students performing at/above developmental level; attendance and promotion rates; and disciplinary referrals); and (2) <b>staff development and parent involvement and training indicators</b> (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient). Attendance and developmental growth data will be collected and Skyward for attendance (which also reports on failure, attendance, and other information regarding student performance in classes). CTE Director will look at the development growth to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. These data will be used by the instructional staff to make day-to-day improvements to the program to assure that student obtain dual credits and industry certifications. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved. The WFSCA and the industry partners will be provided links to their staff who work to determine the effectiveness of programs at their locations and the effective the program has on meeting their needs to have access to better trained employees. This will allow the CTE Center Construction Technology (CT) program to meet the Manor community needs while being based in what the business partners really need to have a workforce that better meets their and WFSCA needs. This close working relationship in the evaluation of the program will allow MISD to be on the cutting edge of providing these programs to our student achieving our goal of <i>Growth Through Innovation!</i></p>			

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

MISD is working with the Workforce Solutions Capital Area (WFSCA – the local Workforce Board) to focus on the Construction Technology needs of several of the major employers in the Austin / Manor area. MISD partners, Dwyer Realty Companies, Pete Dwyer, [pdwyer@dwyerrealty.com](mailto:pdwyer@dwyerrealty.com), (512) 327-7415 and Voelker Custom Homes, Stan Voelker, [stanvoelker@aol.com](mailto:stanvoelker@aol.com), 512-272-5458 are the two current partners, all expressed needs to have access to better trained workers to meet the construction needs in our area. These partners stated that, paraphrased, "...we could be building even more homes and strip-malls but we can't find the people to drive the nails..." The WFSCA determined that the Construction Technology degree and industry certification pathways are a high needs job as defined by being the precursor high school CTE set of courses that can lead to several top 25 occupations earning more than \$34,550. Specific examples from our board and the surrounding areas are: Electricians, Plumbers, Pipefitters, Steamfitters, Carpenters, First-Line Supervisors of Construction Trades, etc. The degree plans of ACC and TSTC are on the cutting edge of producing these workers. This dual credit and industry certification focus of the program at MISD will allow student in the CTE program for Construction Technology to have multi-entry points into this profession.

The major determining point for MISD's program for high-demand occupations that will be funded by this grant were the current programs of CTE courses, the WFSCA, the business community, and the major remodeling of the high school to provide the space for the courses to be taught. The Industrial Cluster grant provided for the Advanced Technologies and Manufacturing - the model for this Construction Technology program - which met another high-demand occupation set that was unique to MISD in that Samsung and Applied Materials have manufacturing plants in our attendance zone. When we were developing this proposal, we determined that Construction Technology was the next set of CTE courses that was of major need in the Manor area. This is because of the building boom that is occurring in this area of Austin is demanding more trained workers. The linkage to ACC and TSTC along with the local builders provides MISD students with unique opportunities to have a point-of-entry straight out of high school that will provide a living wage. The nature of the program to obtain dual credits will allow these "straight out of high school" students the initial college credits where they have a start on the Associate's degree. This system will promote the post-secondary academic careers of our students. This will also promote sounder College and Career Readiness (CCR) for our students who did not initial see higher education as a pathway. Thus, the Construction Technology degree and industry certification CTE program meets our areas high-demand occupations while giving our students another way to meet their CCR goals.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The course outline shows how the combination of high school credits and college hours are obtained by the students in the program. The relationship of the courses is that with a combination of MISD local credits that are assigned to the college courses the students receive credit both toward high school graduation and Associate's degree from either ACC or TSTC. To allow ACC and TSTC to be able to award these credits to these students MISD is "growing our own" instructional staffs who meet the qualification to be adjunct professors. This is being done by providing current staff members with stipends to take the classes (graduate and technical) to obtain this position at the colleges.

The Construction Technologies lead to degree and certification from ACC / TSTC that are on the Workforce Solutions Capital Area workforce board's list of high needs jobs that are the local top 25 occupations earning more than \$34,550. The basic sequence of classes provides many of the requirements for other areas of certification and degrees that MISD will expand with this grant and local funds once the initial infrastructure is established.

The sequence of classes does begin in the 9th grade and thus is a 5 to 7-year system for the students to achieve this dual degree outcome (being able to obtain Associate's degree two to three years after high school graduation). Even though this program is a high school based, the CTE Counselor will be working with the other middle school counselors to assure that students have a clear PGP (Personal Graduation Plan) that leads to the CCR (College and Career Readiness) outcomes that they wish to meet. The linking of the CTE Center to all students will increase the overall understanding of the role and benefits that all student will receive in having clear CTE Endorsement goals.

An example of the high school to college course sequencing is as follows (see page 21 for details on college courses in terms of what will be taught for college dual credits and industry certifications):

High School Course	College Equivalent (TSTC)		
Construction Technology II	CNBT	1316	Construction Technology I
	CNBT	1350	Construction Technology II
Architectural Design II	DFTG	1309	Basic Computer-Aided Drafting
	DFTG	2319	Intermediate Computer-Aided Drafting
Practicum in Construction Technology (HVAC)	HART	1301	Basic Electricity for HVAC
	HART	1303	Air Conditioning Control Principles
Practicum in Construction Technology (Electrical)	ELPT	1329	Residential Wiring
	ELPT	1311	Basic Electrical Theory
Practicum in Architectural Design	DFTG	2323	Pipe Drafting
	DFTG	1317	Architectural Drafting - Residential

This shows how our students can obtain high school graduation credits while getting college dual credits. This pathway of study also allows our students to obtain industry certifications. Students on this pathway will have access to area builders as mentors which will enhance their access to these top 25 occupations. The linkage of the high school and college courses will allow our students to be in the position of obtaining a related Associate's degree in Construction Technology within two to three years after high school graduation if they choose this path.

The focus that the Construction Technology CTE program bring to the overall CTE pathways of study is to allow students who do not want to be a part of the Manor Early College High School (MECHS) programs to obtain dual credits at the college level while receiving industry standard certification to allow them to have access to trades that are stated by WFSCA as being in the top 25 occupations paying a living wage. The link to ACC and TSTC will allow these students to have post-secondary credits that will make their enrollment into an Associate's program easier and give them a base of college credits that will shorten their time and classes needed to obtain this degree. This will provide these students with a "leg-up" when they determine that extra post-secondary education will advance their career goals.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Program of Study:** *Architectural Design*

**Endorsement:** *Business & Industry*

(see page 20 for examples of the links between the high school and college courses that provides our students with dual credits and industry certifications)

Year 1	PRINCIPLES OF ARCHITECTURE & CONSTRUCTION
Year 2	ARCHITECTURAL DESIGN I
Year 3	ARCHITECTURAL DESIGN II
Year 4	PRACTICUM IN ARCHITECTURAL DESIGN

**PRINCIPLES OF ARCHITECTURE & CONSTRUCTION**

GRADE LEVEL: 9-12

CREDIT: 1

TX ID: 13004220

PREREQUISITE(S): *None*

**Course Description:** Overview of the various fields of architecture, interior design, construction science, and construction technology. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom such as communications; problem solving and critical thinking; Information Technology Applications; systems; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

**ARCHITECTURAL DESIGN I**

GRADE LEVEL: 10-12

CREDIT: 1

TX ID: 13004600

PREREQUISITE(S): *Principles of Architecture and Construction*

**Course Description:** This course includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

**ARCHITECTURAL DESIGN II**

GRADE LEVEL: 11-12

CREDIT: 2

TX ID: 13004700

PREREQUISITE(S): *Architectural Design I*

**Course Description:** Students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Advanced Architectural Design includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

**PRACTICUM IN ARCHITECTURAL DESIGN**

GRADE LEVEL: 11-12

CREDIT: 2

TX ID: 13004800

PREREQUISITE(S): *Architectural Design II*

**Course Description:** Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Dwyer Realty Companies, Pete Dwyer, [pdwyer@dwyerrealty.com](mailto:pdwyer@dwyerrealty.com), (512) 327-7415 and Voelker Custom Homes, Stan Voelker, [stanvoelker@aol.com](mailto:stanvoelker@aol.com), 512-272-5458 are the two current partners who will provide both student services and aid MISD CTE Center is obtaining other partners through their connections to area builders. These two builders will be core to start recruiting other construction businesses to provide, within Occupational Safety and Health Administration (OSHA) guidelines, the following experiences for MISD Construction Technology students: job shadowing, mentoring, on-construction-site experiences, classroom supplemental presentations to understand real-world aspects of this CTE and dual credit trade. These partners are on the CTE Center advisory board and see this grant as a method to meet WFSCA and their business goals for having more effectively trained Construction Technology workers.

Mike Brooks, Executive Director of Operations at MISD, will aid the CTE Center and these partners is finding additional partners to provides additional Construction Technology experiences. He will be able to do this because MISD is currently building and/or providing major remodeling to several campuses. Mr. Brooks is experience in working with architects, heavy construction providers, multi-building trades, etc. Again, within OSHA guidelines, our students will be able to see these campuses being built. This will give them another real-world example of how the Construction Technology CTE program can be their way to a career. But, they will also be exposed to the post-secondary academic careers that having their certifications and initial dual college credits can lead if they continue their education. This will promote increase College and Career Readiness (CCR) while filling this WFSCA defined skill-trade's needs.

Becky Lott, Student and Family Support Services Director, will work with the CTE Center in a similar manner. She is the point person at MISD in developing community partners. Ms. Lott will use her connections in the community to recruit other similar businesses to be mentors to our students. She was extremely instrumental in obtaining the Samsung and Applied Materials partnerships in the Industrial Cluster funded grant that is being used as a model of how MISD can provide a similar program but focused on Construction Technology

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Dwyer Realty Companies, Pete Dwyer, [pdwyer@dwyerrealty.com](mailto:pdwyer@dwyerrealty.com), (512) 327-7415 and Voelker Custom Homes, Stan Voelker, [stanvoelker@aol.com](mailto:stanvoelker@aol.com), 512-272-5458 are the two current partners who are working with the CTE Director and ACC / TSTC staff to be sure that the course of study reflects what they believe would best prepare students at the high school and college levels with a course of student that best reflects what they need in skilled worker. These stakeholders have given input on MISD taskforces and through their trade associations work with WFSCA in the development of the top 25 occupations. Staff from these companies will be asked to present to the students. This will allow our students to see how having the Construction Technology certifications / dual credits can lead to more than "driving a nail." In other words, they will have business owners telling them how the skills learning in the CTE program could allow them to have a business of their own, go on to a two- and/or four-year degree in this occupationally set of jobs. This will give our student insights into how they can obtain the high school based industry certifications, then use their dual credits to obtain an Associate's degree, then use the Associate's to obtain their Bachelor's or beyond. This will give these students multi-pathways to be effective in obtain CCR in a manner that is based on life-long learning. These two initial partners will provide students with their "life history" in being trained, obtaining the additional skills to start a business, and how they learn new skills to further their business. This will give our students other methods to have CCR success. This type of experience will show our student the possibilities that they might not be currently seeing in just obtaining their CTE Construction Technology skill just to get a job. They will see how having this CTE skill sets can be used to obtain a career. They will understand how within this career, they will need to have continuing education either to obtain new industry certifications or to build new skill sets to build a new career. This focus will promote CCR while filling an unmet occupational need. Thus, MISD will be able to achieve its motto of Growth Through Innovation showing why the governor selected us as one of the eight initial System of Great Schools because of our implementing new designs and continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions to improve schools and provide parents / students with the programs they desire.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The major sustainability item for the CTE CT project is MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program. The District Grant Writer will work with the MISD Education Foundation to find new unrestricted funding sources so that initially grant funded projects can be maintained with a combination of MISD local tax funds and donations for the community. The CTE results and programs that produce the results will be built into the CIP. This will provide a system for grant programs to be moved into the "normal" funding stream of MISD once they have shown value in meeting students' academic and social/emotional needs. The use of the Counselor (funded from the Industry Cluster grant) and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. All of these items and the rapid growth of MISD student population will allow the successful aspects of the CTE to be continued and moved to other campuses once the value of the services has been established by the CTE piloting of the programs for CT.

The cultural changes that the Growth Through Innovation vision brings will be built into the CIP of CTE Center. The link to the CIP will allow the CTE programs items to have a way to obtain tax-based resources for program operations. This will allow a standard operational system to be accessed to continue various aspects of the program. Supplies and equipment will be purchasing thus building the infrastructure of the campus. These items will have 5+ year life where they can be used by the students. The staff development will provide for better instruction as long as the teacher is employed by MISD. The pro bono Advisory Taskforce will be able to be maintained beyond the grant to help build a system by which our education foundation can seek donations from the community members to continue parts of the CTE programming.

MISD is experiencing rapid growth and the overall ADA of the district is growing. With increased attendance that we believe will be a byproduct of the CTE CT grant we will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment. All of these items will help MISD maintain the program beyond the life of the grant. The District Grant Writer will be working with the Education Foundation of MISD and other funders to seek funds to continue aspects of the CTE program that cannot be continued by the above means.

The infrastructure of the campus will be greatly improved by the CTE program. MISD does except to use the funding that comes from our district's growth to be able to maintain the basic framework of the program. We believe that the research that we will conduct will show the school board the value of the programs and the pro bono Advisory Taskforce members will help us build community support. Both of these items will allow the reforms to be continued because our stakeholders will not let programs that meet the needs of our students be eliminated. The focus of integrating the CTE CT program into the CIP / DIP will make what we are starting with grant funds becomes a part of the culture of the campus and the district. Last, since we believe that our program items are evidence based and will have positive effects on the students, we will be able to convince our stakeholders that they need to support tax increases and bonds to support the programmatic efforts.

This CTE grant will be used as a semi-piloting of programs that will be used in the YouthBuild grant for in the 2018/19 school year. This Department of Labor program (District Grant Writer reviewed the 2016 competition) is designed to recover drop-out and obtain a high school diploma or GED. With the construction boom and the linkage to the various trade associations this will give MISD a favorable chance at having this Industry Standards Certification program to be done at CTE Center along with the more traditional college bond AVID-type program along with the dual credit aspects of this program. This will be a unique program for this grant because it will extend the CTE CT program.

Last MISD's worked with ESC13 in being the fiscal agent and wrote the JET grant for MISD and other districts will help to build consortiums. While this specific grant was not funded, this effort shows that MISD is willing to be a value-added stakeholder for the region 13 area. We will continue to work with ESC13 and other districts / organizations. A further example is the funded GEAR UP grant that was just awarded to UT and had nine area districts who will have a new 7th grade cohort that provides CCR service through their first year of post-secondary education to meet CCR goals. The building of these consortiums will allow for programs at a single district to be maintained because the overall costs will be share among districts and raise the general CTE level of programs. Since MISD is one of the governor's System of Great Schools we will be able to promote state-wide funding considerations that promote CTE goals for CCR.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

MISD applying for Focus Area 2

The following is the certification pathways for the students since MISD will not be training staff for certifications:

<b>COURSE</b>	<b>Program of Study</b>	<b>INDUSTRY CERTIFICATION</b>
Architectural Design I	Architectural Design	NA
Architectural Design II	Architectural Design	NA
Practicum in Architecture	Architectural Design	Certified SOLIDWORKS Associate
Principles of Architecture & Construction	Both	NA
Construction Technology I	Construction Management	NCCER Core Level 1
Construction Technology II	Construction Management	NCCER Construction Technology Level 1
Practicum in Construction - Electrical	Construction Management	NCCER Electrical Level 1
Practicum in Construction - HVAC	Construction Management	NCCER HVAC Level 1

<b>2016-17</b>			<b>2017-18</b>			<b>2018-19</b>		
<b>Enrollment</b>	<b>Certification Attainment</b>	<b>Certification Attainment Percentage</b>	<b>Enrollment</b>	<b>Certification Attainment Goal</b>	<b>Certification Attainment Percentage</b>	<b>Enrollment Goal</b>	<b>Certification Attainment Goal</b>	<b>Certification Attainment Percentage</b>
22	NA	NA	20	NA	NA	20	NA	NA
NA	NA	NA	16	NA	NA	15	NA	NA
NA	NA	NA	6	4	66.67%	15	11	73.33%
25	NA	NA	23	NA	NA	50	NA	NA
NA	NA	NA	NA	NA	NA	12	9	75.00%
NA	NA	NA	NA	NA	NA	NA	NA	NA
10	10	100.00%	2	2	100.00%	6	4	66.67%
3	3	100.00%	3	3	100.00%	6	4	66.67%
<b>2019-20</b>			<b>2020-21</b>			<b>2021-22</b>		
<b>Enrollment</b>	<b>Certification Attainment</b>	<b>Certification Attainment Percentage</b>	<b>Enrollment</b>	<b>Certification Attainment Goal</b>	<b>Certification Attainment Percentage</b>	<b>Enrollment Goal</b>	<b>Certification Attainment Goal</b>	<b>Certification Attainment Percentage</b>
20	NA	NA	20	NA	NA	20	NA	NA
15	NA	NA	15	NA	NA	15	NA	NA
15	12	80.00%	12	10	83.33%	15	13	86.67%
50	NA	NA	50	NA	NA	50	NA	NA
15	11	73.33%	15	12	80.00%	15	13	86.67%
12	10	83.33%	15	12	80.00%	15	13	86.67%
8	6	75.00%	12	10	83.33%	15	13	86.67%
8	6	75.00%	12	10	83.33%	15	13	86.67%

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

MISD applying for Focus Area 2

The existing HVAC and Electrical Pre-Apprenticeship programs have been offered in partnership with ACC since 2015/16. However, these courses have been offered as stand-alone courses and not as the capstone of a coherent sequence of courses. The forming of the Construction Technology focus and the linking with the partners in the Manor area with companies building homes and businesses will allow MISD to develop an integrated system of study that will allow the students to see the various trades and related four-year college degrees that support these trades. This will allow our student to have better CCR (College and Career Readiness) understanding of what they learn at the CTE Center effects in the real-world. This will allow these students to have a better understanding of the need for life-long learning – for ongoing industry certifications or post-secondary degrees.

Starting in 2017/18, a new program of study has been implemented to provide students with a coherent sequence of courses that delivers the necessary prerequisite skills to be more successful in the capstone courses. The funding of the Construction Technology proposal will provide our students with another CTE pathway that extends the learning that is possible at MISD. Also, because of our link to business partners and WFSCA, MISD CTE programs will be meet a local defined top 25 occupational need of the Manor and surround areas.

An MISD bond is being used in the construction of a new Architecture & Construction facility that will open for the 2018/19 school year. This shows that MISD is committed to sustaining the Construction Technology program beyond the life of this grant. The funding of our proposal will allow the acceleration of having this new and coordinated approach available for students in the quickest manner. This will allow these students to have quick entry into these top 25 occupations earning more than \$34,550 that are a critical need as defined by our local workforce broad (WFSCA).

This grant will provide for the necessary tools, equipment, and technology to bring the facilities into alignment with the requirements of post-secondary coursework. Because MISD is providing a major remodel from bond money, having the partners and the current CTE instructional staff teach the students, and linking this CTE to our ongoing development efforts; we will be able to sustain the program beyond the life of this grant. This is just another of the CTE pathways that MISD is developing with a combination of local, grant, and bond funds. This CTE focus will promote more of our student obtaining CTE Endorsements even for the students who traditionally looked only to going onto a four-year (or beyond) university. An example is that for the student who wants to be a medical doctor the obtaining an CTE endorsement in Phlebotomy, Certified Nursing Assistant, Emergency Medical Service, etc. will provide them with a "leg-up" when they apply to medical school because they will already have industry certifications in a related field that will increase they understanding of medical procedures – not only to mention they will be able to get higher paying job while and undergraduate!

MISD being one of the eight initial System of Great Schools (SGS) selected by the governor will allow us to extend the impact of the funding of this grant beyond our district. This is because the governor is using these eight school districts (Cohort 1: El Paso, Midland, Fort Worth, San Antonio, South San Antonio, Spring Branch, Manor, and Galveston) to 1 Create a shared definition of a what a great school is; 2 Build a supply of great schools in every neighborhood; 3 Give families informed choice; 4 Attract & retain high quality talent; 5 Focus central office on creating the conditions & culture for innovation and support; and 6 Engage & partner with the community. MISD will be able to report to our cohort members and the governor the effects of having this new view of why all students need and can benefit from CTE Endorsements. The major tenants of SGS are school leaders believe in: 1 Supporting educators to design and lead high-quality schools; 2 Empowering families with quality options and informed choices; and 3 Focusing central office on innovation and support activities. By fund our proposal we will be able to show the group how CTE pathways are an important part of every student's high school academic career and how by looking at these endorsement in a new light we can build the workforce that we will need to complete on the world stage.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):		
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: <b>227-907</b>		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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